

LAKE CITY ELEMENTARY

906 N. Matthews Rd.
Lake City, SC 29560

GRADES K-5 Elementary School

ENROLLMENT 588 Students

PRINCIPAL Cheryl B. Floyd 843-374-2353

SUPERINTENDENT Mrs. Beth M. Wright 843-374-8652

BOARD CHAIR Dr. John F. Coleman 843-374-2224

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	59	41	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

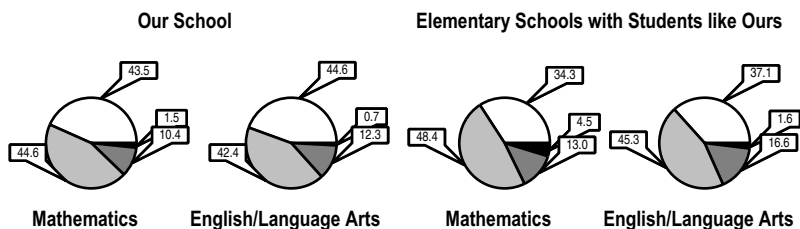
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	48	87	54
Percent satisfied with learning environment	95.8%	97.7%	94.2%
Percent satisfied with social and physical environment	100.0%	97.7%	82.4%
Percent satisfied with home-school relations	95.7%	96.6%	90.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	294	99.7	44.6	42.4	12.3	0.7	13.0	17.6
Gender								
Male	152	100.0	55.9	37.5	6.6	N/A	6.6	17.6
Female	142	99.3	33.1	47.4	18.0	1.5	19.5	17.6
Racial/Ethnic Group								
White	40	97.5	16.2	51.4	29.7	2.7	32.4	17.6
African-American	253	100.0	49.4	41.1	9.1	0.4	9.5	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	236	100.0	40.1	44.2	14.7	0.9	15.7	17.6
Disabled	58	98.3	63.5	34.6	1.9	N/A	1.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	294	99.7	44.6	42.4	12.3	0.7	13.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	294	99.7	44.6	42.4	12.3	0.7	13.0	17.6
Socio-Economic Status								
Subsidized meals	254	100.0	48.1	41.3	10.2	0.4	10.6	17.6
Full-pay meals	39	97.4	20.6	50.0	26.5	2.9	29.4	17.6

Mathematics								
All students	294	100.0	43.5	44.6	10.4	1.5	11.9	15.5
Gender								
Male	152	100.0	45.6	42.6	10.3	1.5	11.8	15.5
Female	142	100.0	41.4	46.6	10.5	1.5	12.0	15.5
Racial/Ethnic Group								
White	40	100.0	16.2	51.4	29.7	2.7	32.4	15.5
African-American	253	100.0	48.1	43.7	7.4	0.9	8.2	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	236	100.0	40.6	45.2	12.4	1.8	14.3	15.5
Disabled	58	100.0	55.8	42.3	1.9	N/A	1.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	294	100.0	43.5	44.6	10.4	1.5	11.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	294	100.0	43.5	44.6	10.4	1.5	11.9	15.5
Socio-Economic Status								
Subsidized meals	254	100.0	46.4	45.1	7.2	1.3	8.5	15.5
Full-pay meals	39	100.0	23.5	41.2	32.4	2.9	35.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	95	98.9	46.0	36.8	16.1	1.1	17.2
	Grade 4	109	100.0	35.1	50.5	13.4	1.0	14.4
	Grade 5	90	100.0	54.1	38.8	7.1	N/A	7.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	95	100.0	40.2	46.0	12.6	1.1	13.8
	Grade 4	109	100.0	49.5	43.3	6.2	1.0	7.2
	Grade 5	90	100.0	40.0	44.7	12.9	2.4	15.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 588)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	N/A	3.4%	2.4%
Attendance rate	95.7%	N/A	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	11.0%	N/A	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.0%	N/A	8.4%	8.0%
Older than usual for grade	2.9%	N/A	2.7%	1.1%
Suspended or expelled	0.2%	N/R	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	45.5%	N/A	47.2%	50.0%
Continuing contract teachers	75.0%	N/A	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.3%	N/A	82.3%	86.2%
Teacher attendance rate	95.6%	N/R	94.6%	95.3%
Average teacher salary	\$39,788	N/A	\$39,111	\$39,909
Prof. development days/teacher	13.4 days	N/R	12.9 days	11.4 days

School				
Principal's years at school	19.0	N/R	3.0	4.0
Student-teacher ratio	18.8 to 1	N/R	17.3 to 1	18.9 to 1
Prime instructional time	90.0%	N/R	88.2%	89.7%
Dollars spent per pupil*	\$6,277	N/A	\$6,289	\$5,892
Percent spent on teacher salaries*	69.0%	N/A	66.1%	66.6%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	99.5%	N/R	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In 2002-2003, Lake City Elementary School became a Child Development through fifth grade school. "Hand in Hand," we met this challenge and began our new year "to meet the total needs of every child." Being the senior grade level, fifth grade students were tasked with leadership roles to help greet, teach, welcome, photograph, and make morning announcements. The entire school emphasized life-skills, to help promote positive attitudes and a positive learning environment.

LCE students met and surpassed the Reading Challenge this year by reading 99,000 books. They worked diligently to meet all grade level standards. They adopted school and community pen pals and routinely communicated with each. Our Title I monies purchased many Math manipulatives as well as two Math computer programs.

Parents were included in our school activities. On numerous occasions they were invited to eat lunch with their children. This was a huge success! They participated in PTO nights, parent teacher conferences, and took Christmas photographs with their families. Carolinas Hospital System adopted LCE, gave monthly presentations, and donated books for our newborn babies-the future students of LCE.

All teachers participated in weekly reading and math staff development sessions. Twenty-one teachers attended "Activities Integrating Math and Science" (AIMS) workshops. Fifty-seven percent of our faculty members became Red Cross CPR and First Aid certified. Seven staff members participated in a year-long staff development on Data Analysis with Victoria Bernhardt. All Child Development and Kindergarten teachers, along with the Principal and Assistant Principal, went through the Early Childhood Environment Rating Scale (ECERS) training, which will be used to certify our early childhood programs. Implementation has already begun.

At the end of this school year, LCE was recognized as a Red Carpet Award winner. This was a year-long project in which everyone participated. This simply says that we, students and all personnel at LCE, treat our visitors with respect. We have a friendly and inviting atmosphere for all those who enter our campus. With the continued support from our parents, community, PTO, and School Improvement Council, we will continue to ensure that our students receive quality educational programs in a positive and safe environment, and that LCE will "roll out the red carpet" to all those who visit.

Cheryl B. Floyd, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.